

ERASMUS PLACEMENT OFFER 2016-17

HOST ORGANISATION/INSTITUTION

Name of Organisation/Institution	Escuela Superior de Ingeniería Universidad de Cádiz
Address	Avda. Universidad de Cádiz, 10 Campus Río San Pedro Puerto Real 11519 Cádiz
Country	Spain
Contact Person	Francisco Rubio - Senior Lecturer
Position, Name, Telephone, Fax, Email	Plurilingual Education Program (PEP) Coordinating Team +34956483236 linguismo.esi@uca.es

DETAILS OF STUDENT WORK PLACEMENTS

Duration	<u>Two options:</u> <ul style="list-style-type: none"> • 26 weeks, from January 8th, 2017 till July 8th, 2017 • 40 weeks, from September 15th, 2016 till June 15th, 2017
Department/s	Vicedecanato de Calidad, Orientación y Movilidad (Associate Deanship of Quality, Orientation and Mobility)
Work Location	Escuela Superior de Ingeniería Puerto Real (Cádiz-Spain)

REQUIRED PROFILE OF THE CANDIDATES

We are looking for undergraduates/graduates in the Humanities, preferably in the areas of Education, Modern/Foreign Languages, Language Teaching, Applied Linguistics, Pedagogy or Psychology.

- The candidate is required to have an excellent command of English (native or near-native level or at least CEFRL C1 level) and to be attracted to people, socializing and teaching.
- It is of great advantage to speak other languages such as French or German.
- We consider people at the age of 21 or over to have the responsibility for this spot.
- A basic knowledge of computing (theoretical and/or user knowledge) will be a bonus as the eligible candidates will be working mainly with Computer Science students.
- A basic knowledge of conversational Spanish will be a bonus.
- Experience in language teaching will be a bonus.

ERASMUS PLACEMENT OFFER 2016-17

MAIN TASKS OF WORK PLACEMENT

- Training seminar during the first week to ensure a correct development of the practices.
- Academic training offered to 3rd / 4th year students of Bilingual Technologies, belonging to the Computer Engineering Degree.
- Help teaching staff with reformulating the aspects necessary to achieve a greater fluency and naturalness in the use of the foreign language.
- Elaborate instructional materials.
- Carry out dynamic activities which promote the practice of the oral skills.

EXPECTED BENEFITS & RESULTS

- To gain experience in the field of bilingual education and more specifically on the content and language integrated approach adopted at the School of Engineering.
- To gain experience at elaborating teaching materials and aiding lecturers in the implementation of their lessons.
- To gain experience in collaborative and transversal work within an enthusiastic team of lecturers from a variety of knowledge areas involved in teacher-training schemes.
- To gain experience in foreign language teaching to undergraduates in Engineering Degrees.
- To improve the trainee's command of Spanish during his/her stay.

APPLICATION DOCUMENTS

Curriculum Vitae (Europass)
Cover letter
Foreign Language Certificate (s)

ADDITIONAL INFORMATION

- The selected candidate(s) will be sent a Confirmation Letter.
 - The selected candidate(s) should send the contact person the details of her flight ticket reservation clearly stating the date of arrival.
 - Erasmus grant: The University of Cadiz will not provide financial contribution in addition to the grants awarded to the candidate by their local authorities and/or the European Union.
 - A Work Placement Certificate will be issued upon completion of training period.
 - A Training Agreement will be signed between origin and host institutions previous to selected candidate's arrival.
 - The School of Engineering will offer a transport voucher to the candidate.
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ERASMUS PLACEMENT OFFER 2016-17

ABOUT CÁDIZ, SPAIN

Occupying a tiny peninsula on the south coast of Spain, Cádiz is a beautiful old city that is well worth a visit. The old town is in the tip of the peninsula and is buzzing with beautiful *plazas* that are constantly full of life. To get here, you must pass through the new town, an elegant metropolis with excellent beaches. Cádiz is known all over the world for its food, as there are lots of bars and restaurants serving typical fried fish (*pescado frito*) and fresh seafood; for its friendly people and paradise urban beaches and its carnival celebrations in February. It's also very popular with windsurfers, kitesurfers and sea fans in general. Of course, Cadiz is also a guarantee of warm weather and romantic sunsets...

USEFUL WEBSITES

THE UNIVERSITY OF CADIZ

- School of Engineering <http://esingenieria.uca.es/>
- University of Cádiz: <http://www.uca.es/>
- ESN Cádiz <http://www.esncadiz.org/>

ACCOMMODATION INFO:

- <http://www.idealista.com/>
- <http://www.milanuncios.com/>
- <http://www.uca.es/atencionalumnado/alojamiento>

ABOUT CADIZ:

- Cádiz's Town Council's homepage: <http://www.cadiz.es/>
- Official Tourism site of the province of Cádiz:
<http://www.cadizturismo.com/ing/1024/index.asp>
- Online cultural and tourist magazine: <http://www.cadizbook.es/>

TRANSPORT INFO:

<http://www.cmtbc.es/>

ERASMUS PLACEMENT OFFER 2016-17

I. Conversation practice with native speakers for students at the IBIE-TB

1. The language assistants will deal with the academic training of students of the two bilingual technologies –Computer Engineering and Software Engineering– offered in 3rd and 4th grade of the Computer Engineering degree at the School of Engineering. During the academic year 2015-16 the estimated number of students between both technologies approximates 40. We would need at least 2 language assistants in the academic year 15/16, preferably from the United Kingdom or Ireland, although we would accept assistants from any other country of the EU as long as they prove, at least, a C1+ level command of English.
2. The language assistants (LA henceforth) settle into an area requested to the School of Engineering for the organization of the Multilingual Educational Programme, where a concrete position may be assigned in order to develop their work throughout the period of stay. They will also receive a training seminar during the first week to ensure a correct development of the practices. The content planned for the seminar includes the following principles:
 - a. Conversation practices are designed as support sessions to the oral language use, supplementary to the several training processes in which the students of the multilingual itinerary could take part.
 - b. Oral work is organized in the form of dynamic activities, i.e., not static ones. This means that, besides being varied and motivating, students must be able to move and carry out physical activities which go with communication.
 - c. During the practice session, students will be organized in different types of groupings (large group, small groups and pairs).
 - d. The written language is not the object of conversation lessons, so assistants should not deal with it in the classroom. This does not preclude the fact of writing on the blackboard, as well as using power-point presentations, posters, advertisements, etc. or even brief texts which can be useful to trigger a discussion or a debate.
 - e. The language must be used authentically. That is, students should get involved genuinely in their exchanges, simulations or role play. If we introduce ourselves, we will do it with our real identity. Topics should appeal students, be it a social topic, an academic topic or something to talk about related to computing engineering or engineering in general.
 - f. The content of the practice lessons will have two aspects: that of the use of English in general and the more specific of engineering and, more particularly, of computer science. General English topics could be taken from any General English textbook or coursebook, may be proposed by the group, and even extracted from the descriptors of the CEFR. The cognitive load of each topic, the fluency with which they speak or the accuracy with which each topic will be dealt with may vary according to the level of the group, although it is estimated that there is not much heterogeneity of levels since most of the students are expected to be on the B1 level.

ERASMUS PLACEMENT OFFER 2016-17

- g. The structure of the practices is not closed; it must allow a great variety of possibilities. It is, however, reasonable that the language assistant makes a brief planning for each session. This planning might begin with the tutor talking to the group. This opening address should be brief and may supported by images, videos, music or resources of any nature. The aim will be to help focus the subject through provocative and open questions. Questions should be addressed in an orderly manner by changing the social structure of the group and of course, requiring the use of linguistic segments (vocabulary and structures) determined by the thematic issue and provided by the LA previously.
3. Students will be organized in practice groups of 8 participants, which means that, for the academic year 2015-16, at least 5 conversation groups are expected in English. The groups will have two weekly sessions of 50 minutes each. The degree of involvement of each LA in this activity will rely on the number of language assistants and the number of groups.
4. An initial assessment of the linguistic biography of each student (years of contact with the language, accredited levels, etc.) will help organize and level groups. Placement tests will be done if necessary. However, groups will not be definite until language assistants have checked each participant's level and corresponding group.
5. Practice schedules will be fixed on two alternate days of the week (Monday and Wednesday or Tuesday and Thursday) in the morning and afternoon, depending on the final organization of the School timetables.
6. Language assistants should carry out a strict monitoring of the students attendance to the conversation practice sessions using signature sheets. Las should also keep a diary or a record of the progress of each individual student and the outcome of activities at the end of the week. All this will be included in the final academic progress report for each group.

II. Linguistic consultancy aimed at teaching staff of IBIE-TB

1. LAs will devote 6-8 hours a week to assist teaching staff involved in the IBIE-TB courses and other CLIL-subject teachers (depending of LA availability). Assistance will include monitoring oral skills.
2. Monitoring sessions are offered as one-to-one one-hour weekly meetings between assistants and subject-matter teaching staff.
3. Sessions should be held between October 2015 and May 2016 in a time zone established by the bilingual coordinator of the School of Engineering and according to timetable and room availability.
4. The task of LAs in these sessions will be to monitor the use of English by the subject-matter teacher through activities such as making short oral presentations or simulating an activity.
5. LAs should be able to help teachers with reformulating the aspects necessary to achieve a greater fluency and naturalness in the use of the foreign language.

ERASMUS PLACEMENT OFFER 2016-17

6. LAs should deal with aspects of pronunciation and elicit thematic clarifications or reformulations through appropriate questions to make the teacher feel that he/she effectively developing their language competence.
7. Teaching staff are committed to always and only use the foreign language with the language assistant and, in the course of the first sessions, they will expose their teaching profile, their area of knowledge, courses offered, their motivation to participate in the plurilingual teaching program at the School of Engineering, their difficulties and challenges, etc.
8. The topics for discussion will be set by each teacher's lesson plan. In any case, the teacher will always indicate to the language assistant the topic for the following session.
9. Language assistants should keep a record of weekly monitoring sessions, their contents and the most relevant comments on each teacher; all this will be included in the final academic progress report.

III. Online monitoring of documents for CLIL teaching

1. LAs should make revisions of teaching materials for CLIL lessons.
2. Materials revision is offered as an online service for the linguistic correction and supervision of materials previously adapted and/or elaborated by subject-matter teachers materials.
3. The reviews will be carried out by language assistants via email, in spite of the fact that the corrections (or part of them, depending on its nature) could be discussed personally during the monitoring sessions.
4. Language assistants should not spend more than 30 minutes revising; consequently, it is crucial that the materials sent by the teachers (presentations, questionnaires, etc.) are well-elaborated.
5. LAs should keep a record of online weekly monitoring, featuring details such as author, title, course and format of monitored material; all this will be included in the action plan monitoring report for each individual teacher.